

MOOQ Workshop

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MOOQ Workshop: The quality of MOOCs and the planned QRF

@ MOOC Symposium Lx18, 2018-04-18
by **Christian M. Stracke, Esther Tan,**
António Texeiro, Maria Pinto

(Open University of the Netherlands & Universidade Aberta)



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Dr. Christian M. Stracke: Open Learning & Education, Innovations, Policies, Quality & Competences, Impact

Open University of the Netherlands



Global cooperation: ECNU & KNOU



Global initiative ICORE for OR & OE



International WLS / LINQ Conference



eLC European Institute



ICDE Chair in OER

Welten Institute

Research Centre for Learning, Teaching and Technology

Open Universiteit
welten-institute.org





Dr. Esther Tan

Technology-Enhanced Learning, Innovations in & out Classroom

Open University of the Netherlands



Singapore Future School Project:



**Mobile Learning Activities to Foster
Critical Thinking Skills and In-Situ Know-
ledge Building in Integrated Humanities**



Hands-on-Session

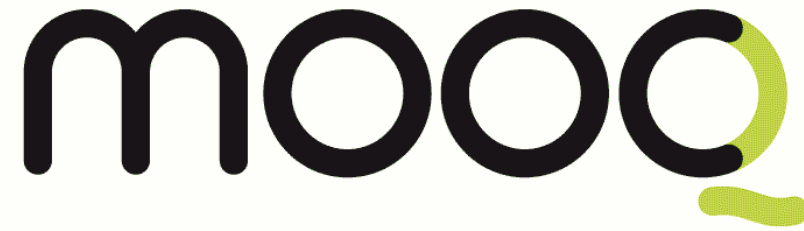
Explore the quality indicators of
MOOCs

Welten Institute

Research Centre for Learning, Teaching and Technology

Open Universiteit
welten-institute.org





**WE WILL MAKE
MOOCs BETTER!**

www.mooc-quality.eu

**Our proposal
for discussion:**

**The Quality Reference
Framework (QRF)**



Quality Reference Framework with indicators for design & comparison

**Our main goal is the collaboration with all
to improve future MOOC design for
better MOOC learning experiences**

MOOQ Pre-Survey

16 questions in 4 clusters (n=45):

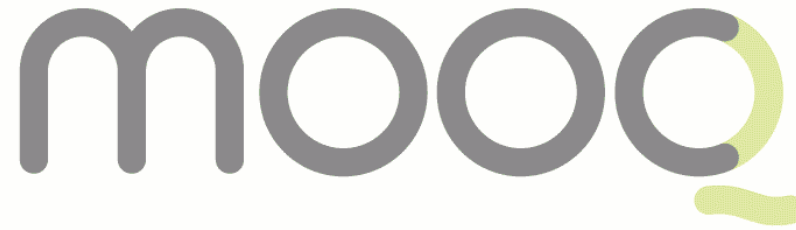
- 1. Experience with MOOCs (5 questions)**
- 2. Perception and Expectation (5 questions)**
- 3. Personal Goals (4 questions)**
- 4. Recognition and Certification (2 questions)**

n=45: reveals that many MOOC learners do not share the intentions of the MOOC designer & have their own goals



**Join our Global
MOOC Survey!**

www.mooc-quality.eu



**Three main surveys for learners,
designers and facilitators of MOOCs**

Please support us to improve next MOOCs:

www.survey.MOOC-quality.eu

Your feedback is most welcome!

Global MOOC Survey

Global Survey on the
Quality of MOOCs

[Load unfinished survey](#)

[Exit and clear survey](#)



Global Survey on the Quality of MOOCs

This Global Survey aims at improving the Quality of MOOCs and is facilitated by the [European Alliance MOOQ](#). Thank you very much for your participation!

WELCOME to the Global Survey on the Quality of MOOCs!

Dear Participant,

The survey addresses MOOC learners, MOOC designers and MOOC facilitators. It begins with a few questions on your profile before you are asked to select the survey section that fits best to your main role in MOOCs (i.e., either as MOOC learner, MOOC designer, or MOOC facilitator).

Please support us to improve the quality of future MOOCs and take 20 - 30 minutes to answer our questions. Thank you very much for your time!

We value your privacy and guarantee your privacy and data protection: [Please read our privacy statement here](#).

To start the Global Survey, click the button "Next" below, you can save the Global Survey and continue it later at any time. It runs until the end of March 2017.

The Global Survey is organized by the [European Alliance MOOQ](#) led by the [Open University of the Netherlands](#), and is supported by:

[United Nations' UNESCO IITE](#), [United Nations' ITCILO](#), [United Nations' FAO](#), [United Nations' UNITAR](#), [International Council for Distance and Open Learning \(ICDE\)](#), [Commonwealth of Learning \(COL\)](#), [International Community for Open Research and Education \(ICORE\)](#), [European Association of Distance Teaching Universities \(EADTU\)](#), [European Distance and E-Learning Network \(EDEN\)](#), [European Association for Technology-Enhanced Learning \(EATEL\)](#), [Open Education Consortium \(OEC\)](#), [Contact North \(CN\)](#), [European Association for Practitioner Research on Improving Learning \(EAPRIL\)](#) and many more



MOOQ Survey

Combines 3 surveys on 13 constructs:

- 1. MOOC learners (69 questions)**
- 2. MOOC designers (89 questions)**
- 3. MOOC facilitators (58 questions)**

**3 months with huge support (n=625):
reveals that most MOOC learners
reported positive learning experiences
with MOOCs**

MOOC Survey: 1st results

		Not applicable	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
N=169							
The MOOC had clearly defined learning objectives	Count	4	1	7	9	77	71
	%	2.4%	0.6%	4.1%	5.3%	45.6%	42.0%
The MOOC clearly stated the knowledge and skills that I should learn until the end of the course.	Count	3	2	3	22	71	68
	%	1.8%	1.2%	1.8%	13.0%	42.0%	40.2%
The MOOC met my intentions at the time of my registration.	Count	3	4	6	19	68	68
	%	1.8%	2.4%	3.6%	11.3%	40.5%	40.5%
The MOOC provided valuable learning experience for me.	Count	3	5	4	19	68	70
	%	1.8%	3.0%	2.4%	11.2%	40.2%	41.4%
The MOOC allowed me to set my personal learning goals.	Count	5	6	11	35	76	36
	%	3.0%	3.6%	6.5%	20.7%	45.0%	21.3%

Quality Open Education

What is Open Education (OE)?

Quality dimensions of OE in practice?

Quality indicators for OE in practice?

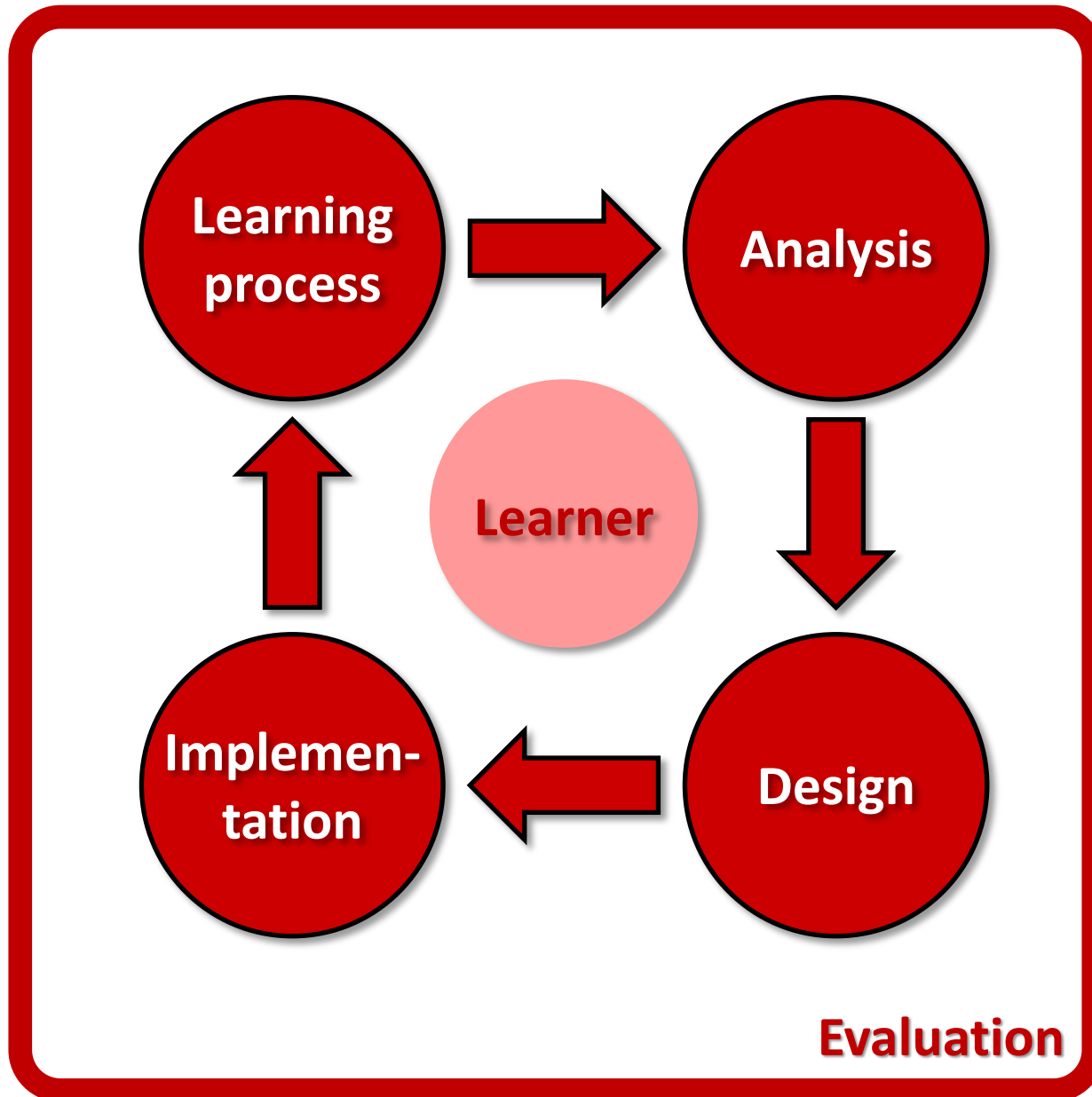
MOOQ Matrix

- 1. Pedagogical**
- 2. Technological**
- 3. Business Model**

MOOQ Target Groups

- 1. MOOC Learners**
- 2. MOOC Designers**
- 3. MOOC Facilitators**
- 4. MOOC Providers**

OE Quality Dimensions



QRF Target Groups

Macro

**National ministries
Local authorities**

Meso

**MOOC providers
MOOC designers**

Micro

**MOOC facilitators
MOOC learners**

2 Parts
of the interactive
MOOQ Workshop:

Survey and
Quality indicators

Part 1
of the interactive
MOOQ Workshop:

Survey

P-Q1: 5 Phases

**How much do you agree with the
five phases?**

(Analysis, Design, Implementation, Learning Process, Evaluation)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

P-Q2: Analysis Phase

The analysis phase is important

(Analysis, Design, Implementation, Learning Process, Evaluation)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

P-Q3: Design Phase

The design phase is important

(Analysis, Design, Implementation, Learning Process, Evaluation)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

P-Q4: Implementation

The implementation phase is important

(Analysis, Design, Implementation, Learning Process, Evaluation)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

P-Q5: Learning Process

The learning process phase is important

(Analysis, Design, Implementation, Learning Process, Evaluation)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

P-Q6: Evaluation

The evaluation phase is important

(Analysis, Design, Implementation, Learning Process, Evaluation)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

The Quality Reference Framework (QRF)

Target groups

T-Q1: Target Groups

**How much do you agree with the
planned target groups?**

**(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

T-Q2: National ministries

**The national ministries are important
as target group**

(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

T-Q3: Local authorities

**The local authorities are important
as target group**

(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

T-Q4: MOOC providers

**The MOOC providers are important
as target group**

(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

T-Q5: MOOC designers

**The MOOC designers are important
as target group**

(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

T-Q6: MOOC facilitators

**The MOOC facilitators are important
as target group**

(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

T-Q7: MOOC learners

**The MOOC learners are important
as target group**

(National ministries, local authorities, MOOC providers,
MOOC designers, MOOC facilitators, MOOC learners)

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

The Quality Reference Framework (QRF)

Instruments

I-Q1: 9 Instruments

**How much do you agree that the
planned instruments are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q2: MOOC

**How much do you agree that the
planned MOOC is helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q3: Guidelines

**How much do you agree that the
planned guidelines are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q4: Evaluation tools

**How much do you agree that the
planned evaluation tools are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q5: Online Communities

**How much do you agree that the
planned online communities are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q6: Design patterns

**How much do you agree that the
planned design patterns are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q7: Checklists

**How much do you agree that the
planned checklists are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q8: Use cases

**How much do you agree that the
planned use cases are helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q9: Authoring system

**How much do you agree that the
planned authoring system is helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

I-Q10: OER collection

**How much do you agree that the
planned OER collection is helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

Fully disagree:	Disagree:	Neutral:	Agree:	Fully agree:	N/A:

The Quality Reference Framework (QRF)

Instrument/Target group

I/T-Q1: MOOC

For which target groups is the planned MOOC helpful?

(MOOC, Guidelines, Evaluation tools, Online communities, Design patterns, Checklists, Use cases, Authoring system, OER)

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q2: Guidelines

For which target groups are the planned guidelines helpful?

(MOOC, Guidelines, Evaluation tools, Online communities, Design patterns, Checklists, Use cases, Authoring system, OER)

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q3: Evaluation tools

**For which target groups are the
planned evaluation tools helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q4: Onl. communities

**For which target groups are the
planned online communities helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q5: Design patterns

For which target groups are the planned design patterns helpful?

(MOOC, Guidelines, Evaluation tools, Online communities, Design patterns, Checklists, Use cases, Authoring system, OER)

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q6: Checklists

For which target groups are the planned checklists helpful?

(MOOC, Guidelines, Evaluation tools, Online communities, Design patterns, Checklists, Use cases, Authoring system, OER)

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q7: Use cases

For which target groups are the planned use cases helpful?

(MOOC, Guidelines, Evaluation tools, Online communities, Design patterns, Checklists, Use cases, Authoring system, OER)

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q8: Authoring system

**For which target groups is the
planned authoring system helpful?**

**(MOOC, Guidelines, Evaluation tools, Online communities,
Design patterns, Checklists, Use cases, Authoring system, OER)**

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

I/T-Q9: OER collection

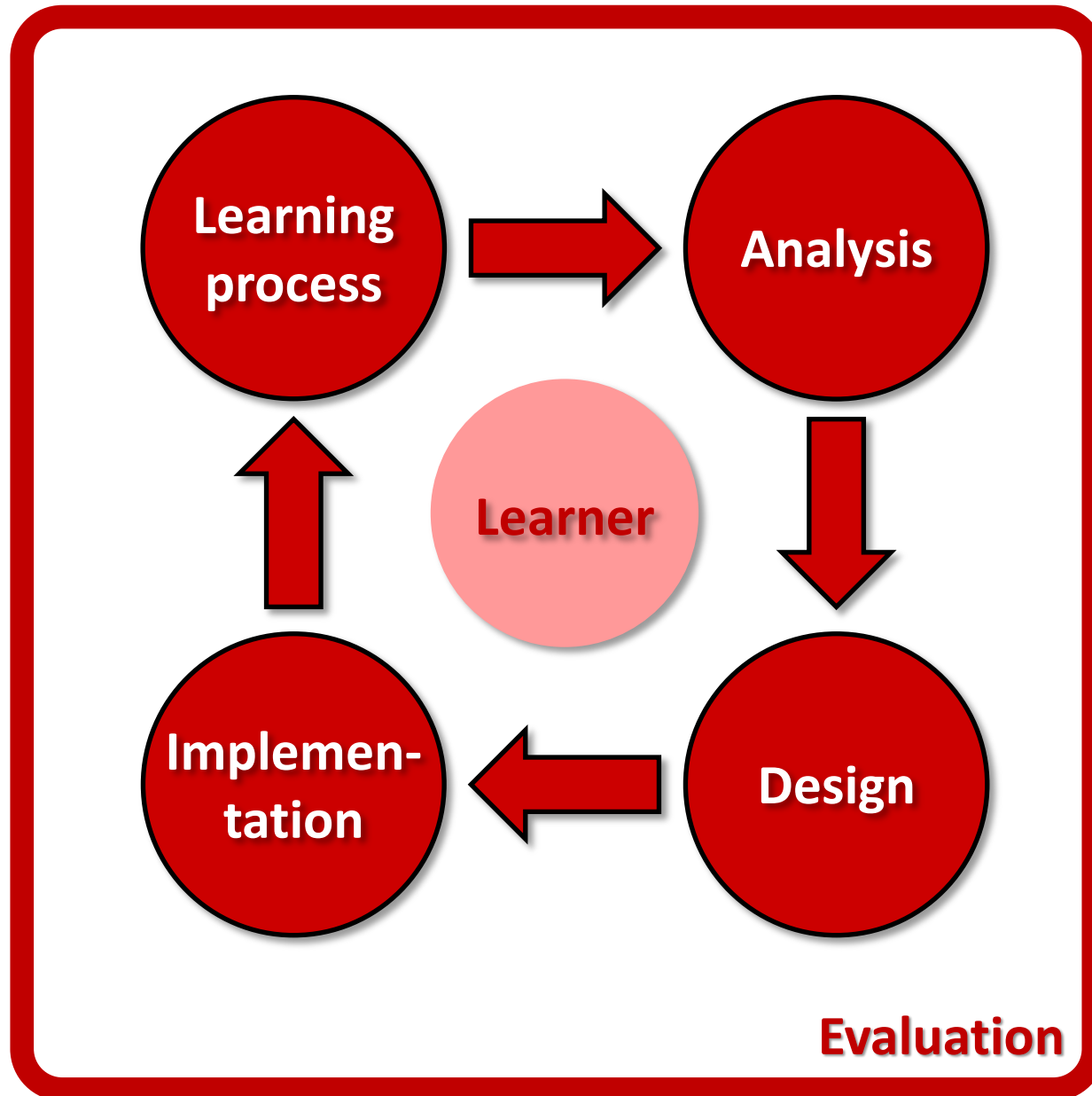
For which target groups is the planned OER collection helpful?

(MOOC, Guidelines, Evaluation tools, Online communities, Design patterns, Checklists, Use cases, Authoring system, OER)

National Ministries	Local authorities	MOOC providers	MOOC designers	MOOC facilitators	MOOC learners

Part 2
of the interactive
MOOQ Workshop:
Quality indicators

OE Quality Dimensions



OE Quality Dimensions

Quality dimensions of OE in practice

Dimension 1: Analysis

Dimension 2: Design

Dimension 3: Implementation

Dimension 4: Learning Process

Dimension 5: Evaluation & Optimization

OE Quality Indicators

Quality indicators for OE in practice

For Dimension 1:

For Dimension 2:

For Dimension n:

OE D1: Analysis

Quality indicators for analysis in OE:

- **XXX**

OE D2: Design

Quality indicators for design in OE:

- **XXX**

OE D3: Implementation

Q. indicators for implementation in OE:

- **XXX**

OE D4: Learning Process

Quality indicators for learning in OE:

- **XXX**

OE D5: Evaluation

Quality indicators for evaluation in OE:

- **XXX**